

NOTE

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News Summary

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Testing of new schoolteachers has been endorsed by the National Education Association. Story on Page 2.

Halley's comet, due to return to the vicinity of Earth next year, should provide astronomers with new data but could disappoint amateur viewers. Story on Page 5.

Women's groups are pressing for changes in the Higher Education Act. Story on Page 15.

A refusal to defer payments on a woman's student loan while she took maternity leave touched off a growing controversy. Story on Page 15.

The reinstatement of a tenured faculty member at Seton Hall University leaves unsettled the question of tenure for priests on the faculty there. Story on Page 19.

A committee of the N.C.A.A. is considering the modification of new academic standards for entering freshman athletes. Story on Page 23.

Syracuse University must pay taxes on the non-educational use of its indoor stadium, a New York court has ruled. Story on Page 23.

French universities are enthusiastic about a proposal for a new "magistere" degree, combining academic study with professional training. Story on Page 25.

Three officials of the American University of Beirut are among the seven Americans still being held hostage in Lebanon. Story on Page 25.

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BISHOP, CHEYNEY, FISK, KNOXVILLE

4 Black Colleges with Accrediting Problems All Face Slipping Enrollments, Internal Strife, Big Deficits

By GAYNELLE EVANS

Four prominent, historically black institutions are having accreditation problems, and all four exhibit the same pattern: declining enrollment, internal turmoil, and multi-million-dollar deficits.

The institutions, all of which are now fighting to retain their accreditation, are Bishop College, Cheyney University, Fisk University, and Knoxville College. One two-year institution, Morris-town College, also remains on probation, because of its weak financial condition.

Three of the four institutions are within the jurisdiction of the Southern Association of Colleges and Schools, whose territory includes 80 of the na-

tion's 102 historically black institutions.

The Southern Association says that, to protect higher education's "consumers," it is cracking down on institutions in debt. "We have gotten more strict," says Joffre T. Whisenton, associate ex-

Cheyney University battles to keep its accreditation. Story on Page 12.

ecutive secretary of the association's Commission on Colleges. "We're taking a tough position to make these institutions pay off their debts. We can't allow a college to go broke and not do anything about it."

Cheyney, part of Pennsylvania's 14-

campus state-university system, is the only public institution among the historically black colleges with accreditation problems. It is also the only one accredited by the Middle States Association of Colleges and Schools.

Middle States has not tightened its policy on institutions in debt, but "any institution which carries a sizable debt will be in trouble with us very quickly," says Robert Kirkwood, executive director of the association's Commission on Higher Education.

For all four of the troubled institutions, the loss of accreditation could mean the loss of eligibility for federal financial assistance. Although eligibility can be gained through other proce-

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Bennett Unveils Plan to Shuffle Research and Abolish NIE

By STACY E. PALMER

WASHINGTON

Education Secretary William J. Bennett last week unveiled a sweeping plan to reorganize the Education Department's research operations.

The shakeup is Mr. Bennett's first since he took office in February.

Congress could reject the plan within 90 days but is not expected to do so.

If it does not, the National Institute of Education will be abolished. The activities of the institute, the National Center for Education Statistics, and the Center for Libraries and Education Improvement—all of which are now housed in the Office of Educational Research and Improvement—will be split into five separate programs.

Many other programs in the department will also be placed under the jurisdiction of the research branch in an attempt to con-

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High Court Lets Stand a University Ban on Selling Wares in Dormitory Rooms

WASHINGTON

Colleges and universities can bar companies from selling their wares in students' dormitory rooms, under a Supreme Court action last week.

As the Justices concluded their 1984-1985 term last week, they allowed to stand a lower court's ruling that Pennsylvania State University had acted fairly when it prohibited a company that sells china, crystal, and other household items from conducting sales demonstrations in stu-

dents' rooms. A student had charged that university officials violated her constitutional rights when they prevented her from allowing the company to sponsor a sales-demonstration party in her room.

Would-Be Sponsor Protests

University officials said they didn't mind if the company, American Future Systems, sold its items elsewhere on the campus, but they said they wanted the dormitories to serve mainly as residence and study areas—not as shopping sites.

The university issued a rule specifically forbidding "any person (including a student), firm, business entity, charitable organization or other organization" to speak to students in their dormitory rooms for the purpose of soliciting money or selling a product or service.

A student who had wanted to sponsor one of the sales demonstrations protested that the Constitution's guarantee that all

Continued on Page 18, Column 1

Early-Retirement Options Spreading in Academe

"Early retirement is a growth industry," says one authority on such plans in academe and industry. Older professors seem to find the option of early retirement as appealing as their colleges do. Story on Page 19.

South Africa's English-Language Universities Face 'Africanization' Challenge

By HELEN ZILLE

CAPE TOWN

South Africa's predominantly white, English-language universities, until recently barred by law from admitting black students, now face the challenge of providing programs for those who do get in.

Indeed, says James Moulder, a professor of philosophy and director of public relations at the University of Cape Town here, "Africanization" is the biggest challenge now facing white universities. Mr. Moulder, one of the first faculty members to address the issue of Africanization, says English-language universities have only

begun to "define the problems" involved.

For many years, the universities were not even permitted to consider the issue because they were legally segregated. The only black students at the white institutions were those who had obtained government permission to study there because the academic disciplines they were interested in were not offered by institutions reserved for blacks.

Then, in 1983, the government proposed a new system, which would have allowed the Minister of National Education to set a quota for the number of blacks permitted at institutions intended for whites. The

English-language universities led a countrywide protest against the quota, resulting in its indefinite suspension.

As a result, blacks are now admitted on merit to the English-language universities, although they are at a severe disadvantage in the competition because of the inferiority of black elementary and secondary schools.

Nonetheless, 15 per cent of the 12,000 students now at the University of Cape Town are blacks, Indians, or "colored"—i.e., of mixed race. Mr. Moulder says the Africanization of the student body is gain-

Continued on Page 26, Column 1

Students

'Campus Ecologists' Seek to Adapt Colleges' Environment to Students

Student-affairs officers use a concept based on the idea that behavior is a function of the relationship between people and their surroundings

By KAREN J. WINKLER

PINGREE PARK, COLO.

Student-affairs administrators are developing a new approach to their work, one that emphasizes not just how to help students adapt to the college environment, but also how to adapt the environment to the students.

The administrators call their approach "campus ecology." Some of them gathered here at Colorado State University's mountain retreat for the third annual Campus Ecology Symposium. The theme of the meeting was expressed as an equation: B=f(PxE), meaning "behavior is a function of the interaction between a person and the environment."

"A college has its own unique ecology," Charles C. Schroeder, vice-president for student develop-

ment at Saint Louis University, told the meeting. "There are significant relationships between its people, space, functions and organizations."

"As educators, we have focused on the person almost exclusively. If there is a bad fit between the student and the environment, we have placed the burden of change on the student."

Changing the Environment

"The old approach has been to say, 'If the student doesn't fit into the environment, let's adjust the student, or let's support the student, or let's counsel the student,'" said James H. Banning, vice-president for student affairs at Colorado State University and one of the founders of the campus ecology movement. "The new approach looks at the relation-

ship between students and their environment and speaks to changing the environment."

He cited the case of a campus counseling center dealing with several older female students who had returned to college and were "coming to the center with symptoms of anxiety and depression."

"An old, unenlightened approach says, 'These women don't belong here anyway.' An adjustment approach says, 'Yes, we know you are having difficulties, and we have a full counseling staff.' A developmental approach says, 'Let's set up brown-bag lunches so you can talk about these difficulties with other people like yourself.'"

"The ecological approach asks, 'What is going on in the environment to produce these difficulties?' For

example, there may be a policy that says, 'If you do not work part time, you have to be a full-time student.' That may mean if you have a child to care for at home, you still have to be a full-time student. And that could account for anxiety and depression."

Campus ecology, as it was defined by the educators here, looks at the physical environment—at the signs, buildings, wheelchair ramps, lighting, and dormitory rooms that students confront on the campus.

For example, Mr. Schroeder noted, changes in the physical appearance of residence halls can affect student behavior.

Several colleges, he said, have been experimenting with programs to allow students to decorate and even build permanent structures in their dormitory rooms. They are finding that students who "personalize" their living environments do not vandalize dormitories as much as other students do, he said.

"You have to look at the non-verbal messages in the environment," Mr. Banning said. "If you have poorly built wheelchair ramps, you are saying to handicapped students, 'We didn't expect you and we don't really want you.'"

Campus ecology also examines the learning environment—the way different students respond to different teaching techniques. And it considers such factors as the accessibility of faculty members and administrators to students, the clubs and organizations that serve different groups, and the time students spend in line at the financial-aid office.

"Campus ecology looks at the total environment in which students live and learn," said James C. Hurst, associate vice-president for academic affairs at the University of Wyoming.

It is based on the assumption that "what a person does as a thinker is profoundly influenced by what happens in an emotional and social setting," said Clyde E. Sullivan, director of counseling at Brigham Young University.

Participation—by administrators, faculty members, and students themselves—is a key to making the ecological approach work, the administrators said.

"You run into an ethical question," Mr. Banning said. "If you are going around altering the environment, are you playing God or Big Brother? The best way to deal with that is to get a lot of people involved in making the decisions."

Roots in the 60's

The campus-ecology approach has its roots in the student protests of the 1960's, when traditional college counseling services fell short in dealing with widespread student dissatisfaction, the educators here said.

It was fueled further by the opening of higher education's doors to new and diverse student groups.

"Our historical response to non-traditional students was to try and make them conform to the mainstream—to make white students out of every 'other' who walked through the door," said Mr. Banning. "In the 1960's and 1970's, it became clear

that wasn't working, and that maybe the environment, as well as the student, would have to change to accommodate diversity."

"The campus-ecology movement is also part of a broader movement that is going on in psychology, and in health-related fields in general," he said. "There is a new focus, not just on curing the individual, but on looking at the forces in the larger community that promote health and well-being."

Campus ecology also draws on a growing literature in social psychology on how students develop, both emotionally and intellectually, while they are in college. As that has happened, Mr. Schroeder said, "the field of student personnel work has also changed, shifting its emphasis from controlling students to serving students to the current emphasis on helping students develop."

"Campus ecology takes student development a step further," Mr. Banning said. "In the developmental thrust there is a tendency not to see how you do it." He said that the campus-ecology approach allows administrators, by adjusting the campus environment, to actually promote student development.

Also a Field of Research

Campus ecology is also developing as a new field of research, in which the researchers are not faculty members but administrators.

In the early 1960's, Mr. Banning looked up all the articles dealing with "campus ecology." He found 60, he said—one, of which he was a co-author, on the campus environment for students, and 59 on ponds and landscaping.

In 1983, Mr. Banning started the *Campus Ecologist*, a quarterly newsletter "for the exchange of information, ideas, and resources about students and their environment."

"In the 1970's, we started getting more research on the campus environment," Mr. Hurst said. "But until very recently, most of that research has come from social psychologists and sociologists, even from people associated with studying architecture and the physical environment."

"Now we're getting more and more research from the people in student affairs themselves. What we are seeing is the beginning of a major conceptualization of a new field."

For example, at the meeting here: Researchers from the University of Wyoming reported on a questionnaire they are developing to elicit student responses to different classroom and learning environments.

Researchers from Colorado State University and the University of Colorado at Boulder reported on a survey of campus ombudsmen that seeks to determine how most of them respond to student problems.

Researchers from Brigham Young University reported on the university's Student Life Developmental Team and Research Center, set up to help develop "a philosophy and theory which would give a sense of coherence to our efforts as student-life professionals," said David M. Sorenson, dean of student life.

CHRONICLE SURVEY

Fall Applications Up 4.2. Pct. from 1984

Majority of colleges report increases; 39 pct. of applicants make deposits

Colleges and universities had received 4.2 per cent more applications by this past June than they had by June 1984, according to a *Chronicle* survey.

Over all, 39 per cent of the applicants made deposits to hold a place in the entering class. For private institutions the figure was 36 per cent; for public ones, 48 per cent.

In the survey of 331 campuses, nearly two-thirds of the public in-

stitutions and 54 per cent of the private ones reported gains in the number of applicants. The top quarter of the institutions reported gains of more than 11 per cent, while the bottom quarter noted declines of more than 6 per cent.

The strongest gains were at public, doctorate-granting universities, eight in ten of which indicated increases. Applications to such institutions had increased 6.8 per cent over the previous

year, the survey found. By region, the largest gains for public institutions were in the Southeast; for private ones, in the West and Southwest.

The survey findings are similar to those of a March survey of application trends at the same institutions (*The Chronicle*, April 10).

The survey was conducted for *The Chronicle* by John Minter Associates, a research organization in Boulder, Colo.

	Per cent reporting increase	Per cent reporting decrease	Per cent change in average ¹	Per cent change		Per cent of applicants who paid deposits by June 1	
				High ²	Low ³	1984	1985
Private institutions							
Doctoral	58.3%	41.7%	+4.9%	+10.4%	-2.5%	30%	29%
Comprehensive ⁴	64.6%	35.4%	+3.8%	+10.7%	-4.9%	36%	36%
Liberal arts	51.5%	48.5%	+2.3%	+9.5%	-9.9%	37%	37%
Regions							
Northeast and Mid-Atlantic	52.7%	47.3%	+2.7%	+8.0%	-7.6%	34%	34%
Great Lakes and Plains	44.1%	55.9%	+1.6%	+9.5%	-8.2%	36%	36%
Southeast	72.0%	28.0%	+3.9%	+13.8%	-7.1%	33%	31%
West and Southwest	73.3%	26.7%	+8.6%	+11.8%	-6.3%	44%	44%
Enrollment							
500-2,499	52.9%	47.1%	+2.4%	+10.0%	-9.3%	47%	47%
2,500-4,999	69.6%	30.4%	+5.6%	+10.3%	-3.9%	26%	26%
5,000-9,999	52.9%	47.1%	+0.2%	+7.4%	-3.3%	17%	16%
10,000-19,999	57.1%	42.9%	+4.2%	+8.8%	-2.4%	21%	21%
All private institutions	54.4%	45.6%	+3.6%	+10.1%	-7.8%	37%	36%
Public institutions							
Doctoral	79.2%	20.8%	+6.6%	+10.8%	-0.7%	44%	42%
Comprehensive ⁴	59.6%	40.4%	+2.8%	+11.7%	-7.2%	49%	50%
Regions							
Northeast and Mid-Atlantic	60.0%	40.0%	+1.8%	+8.2%	-3.4%	36%	35%
Great Lakes and Plains	73.1%	26.9%	+5.5%	+9.8%	-4.0%	48%	45%
Southeast	81.6%	18.4%	+7.8%	+15.0%	-0.4%	53%	53%
West and Southwest	53.8%	46.2%	+5.8%	+8.9%	-9.0%	58%	59%
Enrollment							
500-2,499	50.0%	50.0%	-3.0%	+12.1%	-8.6%	34%	35%
2,500-4,999	53.3%	46.7%	+0.6%	+8.2%	-8.4%	26%	26%
5,000-9,999	62.5%	37.5%	+2.5%	+10.1%	-7.8%	28%	29%
10,000-19,999	78.1%	21.9%	+6.7%	+12.3%	+1.2%	17%	17%
20,000 and over	100.0%	0.0%	+8.7%	+11.2%	+5.0%	12%	12%
All public institutions	65.1%	34.9%	+4.8%	+11.5%	-4.2%	48%	48%
All institutions	58.0%	42.0%	+4.2%	+10.7%	-8.3%	39%	38%

¹ Percentage change in mean number of applications received by June 1, 1985, compared with the mean for a year earlier.

² One-fourth of the institutions reported changes above the "high" percentage.

³ One-fourth of the institutions reported changes below the "low" percentage.

⁴ Institutions with more than 1,500 students, a liberal-arts program, and at least one professional program.

Note: Survey data are from a stratified random sample of 331 four-year colleges and universities, excluding those with enrollments under 500.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Bennett Plans a Reshuffle in Education Research

Continued from Page 1

solidate most federal education research activities into one division.

The plan also strips the National Council on Educational Research of its policy-making role. The council, which has stirred considerable controversy in recent years for its conservative views, would become an advisory unit, Mr. Bennett said.

In an attempt to coordinate all of the department's research activities, a committee of Education Department officials, headed by the Assistant Secretary for educational research and improvement, will meet regularly to oversee the agency's research programs.

Mr. Bennett said the new organizational plan would remove the "superfluous bureaucratic layers" that he said had "burdened" the research operation in the past.

He said the plan was intended to improve the efficiency of the department's education-research efforts and would not substantially change the federal role in education research. "We seek no new mission, no new authority," said Mr. Bennett.

Education officials said the reorganization was "budget neutral" and would not require any additional expenditures of government money. The new office is expected to spend about \$215-million annually.

The redesigned Office of Educational Research and Improvement will be headed by an Assistant Secretary, appointed by the President. The Education Secretary would appoint two Deputy Assistant Secretaries to aid the Assistant Secretary—one to handle management and operations, the other charged with policy coordination and planning.

The position of Assistant Secretary for educational research and improvement is now vacant. President Reagan has nominated Chester E. Finn, Jr., a professor of education and public policy at Vanderbilt University, to replace Donald J. Senese, whom Mr. Bennett asked to resign.

'One Source of Authority'

Mr. Bennett's overhaul of the department's research branch will eliminate two Presidentially appointed positions—the director and deputy director of the N.I.E.

"There will be one Presidential appointee—not three—so there will be one identifiable source of authority and credibility," Mr. Bennett said. "If there are questions about what we do, there will be one person to ask."

Critics say clashes among the three political appointees have caused many administrative difficulties and a great deal of confusion in the department's research wing.

Only one element of the shuffle requires Congressional approval: the Education Department will ask lawmakers to change the name of the entire research branch to the National Institute of Education.

Under the Department of Education Organization Act of 1980, the Education Secretary has the authority to reorganize the research and statistical programs sponsored by the department, as long as he advises Congress 90 days in advance of the change.

The revamped research office could begin operating on October 1, at the beginning of the fiscal 1986 budget year, as long as Congress does not pass legislation specifically

rejecting the changes that Mr. Bennett has proposed.

Congressional sources said last week they doubted that lawmakers would try to prevent the reorganization from occurring. However, they said the whole issue of how the federal government conducts education research would come under close scrutiny in coming months because legislation authorizing the National Institute of Education—as it is currently structured—is scheduled to expire at the end of September. The activities of the institute will be automatically extended for one year while lawmakers work out a plan to extend federal education research programs.

5 New Program Offices

Mr. Bennett's plan calls for five new program offices:

► An office of research that would house most of the activities now conducted by the National Institute of Education.

► A center for statistics that would conduct most of the research now done by the National Center for Education Statistics.

► A unit of "programs for the improvement of practice" that would be responsible for collecting and distributing information about effective educational methods that have been developed by schools and colleges.

► An information service that would serve as a clearinghouse for all inquiries about education statistics and research.

► A library-programs office that would provide administrative support for programs that aid public libraries and college research libraries.

Mr. Bennett said that by putting the new information service on the same level as other major research programs, more emphasis would be placed on providing educational information in an efficient manner.

He said the reorganization would not cause any major reductions in staffing at the department.

Educators generally reacted favorably to Mr. Bennett's plan, which had been distributed widely to education groups and lawmakers before it was released to the public last week. Many education officials said they expected the reorganization to improve the "integrity" of research about education.

One major change made from a draft plan that was circulated last month concerned the placement of the Fund for the Improvement of Postsecondary Education in the department's administrative structure.

An earlier plan had called for FIPSE to be moved from the Office of Postsecondary Education and placed under the jurisdiction of the newly created Office for the Improvement of Practice, but vigorous objections from lawmakers and higher-education representatives persuaded Education Department officials to keep the fund in its present location. Many of FIPSE's supporters had complained that the fund would be "buried" in the department's bureaucracy if it were moved.

Several education groups, including the American Association of Colleges for Teacher Education, were highly critical of the plan. David G. Imig, executive director of the A.A.C.T.E., said he would have preferred a plan that spread responsibility for research activities throughout

FACT-FILE

Top Non-Profit Defense Contractors

\$2.1-billion awarded for research and development in fiscal 1984

Colleges, universities, and non-profit organizations received \$2.1-billion in Department of Defense contract funds for research, development, testing, and evaluation in fiscal 1984.

That was 12 per cent of the \$18.3-billion awarded to 2,033 business, educational, non-profit, and government organizations that received contracts over \$25,000.

Colleges and universities and university foundations received \$1,069,364 in fiscal 1984, up 13.5 per cent over the previous year.

The contracts supported military research-and-development and federal civil water-resource projects. The figures do not include contracts for training.

The 1984 figures appeared in an annual Department of Defense publication listing the top con-

tractors. According to a department official, the report, which was prepared for the first time by an outside contractor, contains some inconsistencies. For example, it gives separate rankings to Stanford University and Leland Stanford, Jr. University, and to Columbia University and the trustees of Columbia University.

The department has no plans to revise the report, the official said.

	Amount of contracts (add 000)	Rank in top 500		Amount of contracts (add 000)	Rank in top 500
Aerospace Corp.	\$273,409	15	Rensselaer Polytechnic Institute ..	\$3,101	270
Johns Hopkins University ..	272,814	16	Princeton University ..	2,904	277
Charles S. Draper Laboratory ..	267,178	17	Oklahoma State University ..	2,877	278
Massachusetts Inst. of Technology	260,882	18	New Mexico Institute of		
Mitre Corp.	238,367	21	Mining and Technology ..	2,816	281
University of California System ..	44,831	58	University of Arizona ..	2,757	283
SRI International ..	44,031	59	George Washington University	2,703	287
I. I. T. Research Institute ..	42,476	62	North Carolina State University ...	2,700	288
University of Texas System ..	36,983	65	Case Western Reserve University ..	2,666	290
Rand Corp.	28,888	71	University of Rhode Island ..	2,647	291
Leland Stanford, Jr. University ..	27,926	73	Washington University ..	2,595	294
University of Southern California ..	26,140	75	Salk Institute ..	2,580	296
Georgia Tech Research Corp.	25,378	78	Stanford University ..	2,433	303
Institute for Defense Analyses ..	23,629	81	Research Triangle Institute ..	2,402	305
Hudson Institute ..	22,839	83	Brown University ..	2,352	309
Battelle Memorial Institute ..	22,388	85	University of Colorado ..	2,338	311
University of New Mexico ..	20,504	89	University of Minnesota ..	2,214	315
Pennsylvania State University ..	18,913	93	Northeastern University Corp.	2,200	318
University of Washington ..	18,114	94	University of North Carolina ..	2,188	322
University of Dayton ..	16,686	101	Texas A&M Research Foundation ..	2,147	324
Woods Hole Oceanographic			Trustees of Boston College ..	2,112	329
Institution ..	16,013	102	University of Rochester ..	2,036	335
Analytic Services, Inc.	15,133	107	University of Iowa ..	2,028	337
New Mexico State University ..	12,339	114	University of Hawaii ..	2,016	338
University of Illinois ..	10,922	121	New York University ..	1,999	342
Southwest Research Institute ..	9,876	131	Stevens Institute of Technology ..	1,973	344
Carnegie-Mellon University ..	9,701	132	Georgetown University ..	1,946	347
Utah State University ..	9,548	133	Lehigh University ..	1,916	350
Environmental Research			University of Pittsburgh ..	1,914	351
Institute of Michigan ..	9,508	134	Research Foundation of the		
National Academy of Sciences ..	7,789	149	State University of New York	1,860	356
Oregon Graduate Center ..	7,591	150	Trustees of Columbia University ..	1,851	358
University of Maryland ..	7,016	159	Michigan State University ..	1,836	360
Columbia University ..	6,447	165	Georgia Institute of Technology ..	1,824	362
Oregon State University ..	6,283	171	Colorado State University ..	1,745	375
Cornell University ..	5,900	180	Polytechnic Institute of New York	1,737	376
California Institute of Technology	5,709	187	Emmanuel College (Mass.) ..	1,730	377
University of Wisconsin System ..	5,594	189	Florida State University ..	1,729	378
University of Pennsylvania ..	5,163	198	Armour Pharmaceutical Co.	1,711	379
Rutgers University ..	5,053	200	Battelle-Columbus Laboratories ..	1,671	385
Southeastern Center for			Duke University ..	1,627	388
Electrical Engineering Education	5,030	201	University of Alabama ..	1,559	394
Yale University ..	4,950	204	Northwestern University ..	1,547	399
University of Michigan ..	4,859	205	Ohio State University ..	1,451	412
Riverside Research Institute ..	4,827	206	La Jolla Institute ..	1,434	416
University of Florida ..	4,536	212	Wentworth Institute of Technology	1,371	428
Human Resources			Washington State University ..	1,320	434
Research Organization ..	4,504	214	University of Missouri ..	1,269	444
Southern Research Institute ..	4,069	222	Michigan Technological University	1,253	445
Booker T. Washington Foundation	3,968	223	Louisiana State University		
Ohio State University ..			A&M College System ..	1,228	447
Research Foundation ..	3,910	224	American University ..	1,192	455
Boston University Trustees ..	3,868	226	American Society for		
Harvard University ..	3,857	227	Engineering Education ..	1,190	456
University of Utah ..	3,729	233	University of Denver ..	1,117	466
University of Massachusetts ..	3,675	238	Auburn University ..	1,115	468
University of Miami ..	3,591	240	Colorado School of Mines ..	1,083	472
Virginia Polytechnic Institute			Arizona State University ..	1,053	475
and State University ..	3,411	250	Agouron Institute ..	1,036	480
Purdue University ..	3,307	252	Drexel University ..	1,031	483
Syracuse Research Corporation ..	3,114	269	Mayo Foundation ..	971	499

SOURCE: U.S. DEPARTMENT OF DEFENSE

the department. He said research would be more useful—and would be more likely to receive financial support—if it were sponsored by the offices in the Education Department that have responsibility for administering federal programs, such as the Office of Postsecondary Education.

The American Educational Research Association, which represents about 14,000 researchers, said it supported the concept of consolidating research activities in one branch of the department and would back the general outlines of the plan.

However, Laurie Garduque, director of governmental and professional liaison for the group, said the researchers objected to certain elements of Mr. Bennett's plan.

She said the description of the information service's role placed too much emphasis on its function as a clearinghouse and not enough emphasis on the way research results are distributed to educators.

Said Ms. Garduque: "It's just like a library. If it's just a repository of materials, that's not enough. People need to know how to gain access to

those materials, and they need to be told how important it is to make use of the results of education research and development."

She also opposed Mr. Bennett's decision to move control of contract and grant awards for research to the department's Office of Management. She said such a move "doesn't recognize that research is qualitatively distinct from other activities the department sponsors. You can't just write a check for it—you need the close supervision and monitoring of people at the department."

NOTE

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News Summary

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Lawyers have become more important to colleges, as was evident at a recent meeting of the National Association of College and University Attorneys. Story on Page 15.

Critical legal studies is a new intellectual movement that is challenging some of the basic premises of law. Story on Page 5.

Portland, Me., is a treasury of architectural design, and two superior examples belong to the Portland School of Art. Story on Page 3.

A prototype of group insurance to cover college retirees' health-care expenses will be designed by a national commission. Story on Page 16.

The tax overhaul proposed by President Reagan could raise the taxes of some college employees by 25 per cent, a House committee was told last week. Story on Page 17.

Last-minute additions to fiscal 1985 spending bills now in Congress would create or upgrade several research centers. Story on Page 17.

Athletic directors are unhappy about a plan at Eastern Michigan University to tie coaches' pay raises to won-lost records and student grades. Story on Page 27.

Canada's largest research-grant agency has warned that federal spending on scientific research must more than double by the end of the decade. Story on Page 29.

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Gifts to Higher Education Reach Record \$5.6-Billion; Businesses, Foundations, Individuals All Increase Aid

By PAUL DESRUISSEAU

Total voluntary financial support for colleges and universities reached an estimated \$5.6-billion in 1983-84—a record.

The amount was \$440-million more than had been given to colleges and universities the preceding year, an increase of 8.5 per cent.

The Council for Financial Aid to Education, which conducts an annual survey of giving to higher education, will report this week that individuals, business corporations, and grant-making foundations all increased their support for colleges and universities last year.

Gifts from religious denominations declined.

Individuals in the Forefront

As in past years, individuals led all contributors. Gifts from alumni added up to \$1.305-billion last year, a 5.6-per-cent increase. Gifts from other individuals totaled \$1.316-billion, up 10.6 per cent from the previous year. It was the first time since

1977-78 that gifts from alumni were less than gifts from other individuals.

The \$1.27-billion given by corporations last year was 14.3 per cent more than they gave the year before, the largest increase in the survey. Corporate giving has increased 128 per cent since 1978-79, while total giving has increased 74 per cent.

Giving by foundations was up 6.2 per

A Fact-File giving details of gifts to 1,118 institutions appears on Page 10.

cent to \$1.08-billion last year, and contributions from "other" sources grew by 10 per cent, to \$437-million.

Support from religious denominations declined 7.8 per cent, to \$190-million.

"Obviously, Americans are putting a high priority on supporting higher education," said John R. Haire, president of the C.F.A.E.

"Corporations increased their giving to colleges and universities at nearly four

times the rate of inflation, and total giving went up more than twice as fast as inflation," he added. "This means a substantial increase in real spending power for the colleges."

Support for current operations made up 61 per cent of total contributions, about the same as in other years. Gifts for capital purposes accounted for the remaining 39 per cent.

The national estimates for giving to higher education in 1983-84 are actually projections, based on data that the Council for Financial Aid to Education received from 1,118 institutions participating in its survey.

In its report on that survey, the C.F.A.E. adopted the institutional categories now being used by the National Center for Education Statistics.

Two categories of institution—public and private universities that grant doctoral degrees—each received more than \$1-billion in contributions. The 56 private doc-

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BUT DISCOUNTS COULD BE CUT

Amid Slump, Computer Sales to Colleges Boom

By JUDITH AXLER TURNER

Headlines in recent issues of business magazines tell the story succinctly:

"Falling First-Quarter Profits Batter the Computer Industry."

"A Fire Sale in Personal Computers."

"America's High-Tech Crisis."

The computer industry, after four years of dramatic growth, has hit a slump. Profits are off. Most of the major companies have laid off workers or shut down plants for a week or two; a few have shut down forever. Others have filed for bankruptcy.

But in the midst of the crisis, sales to colleges and universities appear to be

unaffected. The higher-education market, say industry and campus sources, has never been stronger.

However, the industry slump may hit colleges and universities where it would hurt most: in grants and discounts.

Keeping Up with IBM

"The way we do well for grantees is to do well as a company," says John W. Alden, manager of the education marketing program at Texas Instruments, Inc. "Unsuccessful companies aren't able to be generous."

Generosity is a necessity in higher-education marketing, say industry sources, because International Busi-

ness Machines Corporation, the largest computer company in the country, has set a standard of giving that other companies must try to match if they intend to be competitive on the nation's campuses.

Last year, according to I.B.M.'s own figures, the company gave higher-education institutions more than \$59-million in cash, equipment, and the services of "loaned executives."

Other computer manufacturers want to keep up with I.B.M. in grants and discounts to colleges and universities because the companies value the higher-education market, which is seen both

Continued on Page 12, Column 1

Anatomy of a Lobbying Effort: How Colleges Met Congress over Tax Reform

By STACY E. PALMER

WASHINGTON

As soon as President Reagan unveiled his plan to revamp the federal tax code, the chairman of the House Ways and Means Committee, Rep. Dan Rostenkowski, urged citizens to let their views about tax reform be known.

All they had to do, said the Illinois Democrat, was "Write Rosty." Their opinions, he promised, would be considered in Congressional deliberations about how the complicated tax code should be revised.

Or, he announced the next day, those interested in tax reform could testify at the public hearings that his committee would be holding all summer.

To a casual observer, that might have seemed simple: Show up at the committee's hearing room on the day on which a topic of interest was to be discussed, and lawmakers would be waiting eagerly to hear their constituents' views.

But it's not that easy, as many higher-education representatives can attest. That

fact was particularly clear last week when the tax-writing committees in both the Senate and the House held hearings on the impact of the President's proposals on donations to charity—an issue with major consequences for higher education. Economists say colleges and universities could lose hundreds of millions of dollars if the Administration's tax plan were enacted without change.

University Is Told to Give Its Faculty Union and Anti-Bias Aide Power to Veto Job Offers

A U.S. judge has told the University of Rhode Island that job offers must be approved by its affirmative-action officer and its faculty union. The university was found to have given women less pay and lower rank than men offered the same jobs. Page 23.

For a while, in the days and hours before higher-education officials were to make their first Congressional appearance on tax reform this year, it appeared as if all of a tax lobbyist's worst nightmares were

Continued on Page 18, Column 1